

Day One: Building Trust and Communicating Leadership

Objectives

Participants will:

- * Understand the role of trust in building effective work teams.
- * Choose communication techniques that support their role as leaders.



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Discussion

How do you do your job?

- As a supervisor, you get the work done through others.

How do you do that?

- By managing work, and managing people.

What are the “tools” that you use to manage both work and people?

- delegating, making decisions, communicating, counseling, coaching, team building, motivating, empowering , and controlling risks.

What makes all that possible?

- Building a relationship of trust with your crew
 - Knowing yourself as a leader
- Knowing your people, knowing their strengths and needs
 - Taking Charge

*In one word: **Leadership***

Discussion

What's in it for you?

The work gets done better, and faster.

Everybody is happier.

It's easier to solve problems when they come up.

As a productive manager, you are worth more.

Reading - Discussion

What's in your Job Description?

Find your job description on the following pages and discuss these points with your class:

Do you really do all of these things?

Are there things you do that aren't on the charts?

Are there things you aren't doing now but would like to do?

What gets in the way of doing the things on the charts?

Taking Charge

Maintenance Supervisory Titles - Job Duties:

Title	Supervisory Duties	Non-Supervisory Duties
HMS 1	<ul style="list-style-type: none"> • Leads a small crew • Assigns work • Instructs crew members in tasks and safety requirements • Coordinates materials and equipment • Observes work in progress • Conducts tailgate safety meetings • SDR • Monitors work site safety 	<ul style="list-style-type: none"> • Operates equipment • Plows snow • Maintains written work reports • Maintains class B CDL with air brake endorsement

Taking Charge

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Title	Supervisory Duties	Non-Supervisory Duties
BRS 1	<ul style="list-style-type: none">• Directs and inspects the work of several sub-crews• Leads sub-crews• Assigns work• Instructs crew members in tasks and safety requirements• Coordinates materials and equipment• Observes work in progress• Conducts tailgate safety meetings• SDR• Monitors work site safety	<ul style="list-style-type: none">• Operates Equipment• Plows Snow• Welding, steel fabricating, iron work, carpentry• Mathematical calculations• Inspects Bridges• Writes daily work activity reports• Responds to emergencies outside normal work hours• Maintains proficiency in all bridge repair techniques• Maintains an appropriate CDL

Taking Charge

Title	Supervisory Duties	Non-Supervisory Duties
Regional Crew Sprv: Sign Crew Tree Crew Pavement Marking Crew	<ul style="list-style-type: none"> • Leads Crews • Assigns work • Instructs crew members in tasks and safety requirements • Schedules projects • Explains guidelines such as the MUTCD • Observes work in progress • Conducts tailgate safety meetings • SDR • Monitors work site safety 	<ul style="list-style-type: none"> • Operates Equipment • Plows Snow • Maintains written work reports • Maintains an appropriate CDL

Taking Charge

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Title	Supervisory Duties	Non-Supervisory Duties
HMS 2	<ul style="list-style-type: none">• Plans and schedules work for several crews• Instructs in tasks and safety requirements• Sets job priorities• Coordinates materials and equipment• Periodically inspects work in progress over several sites• Supervises HMS 1s• STAR• Inspects work site safety	<ul style="list-style-type: none">• Inspects road conditions and recommends maintenance projects• Maintains daily written records of time and attendance, work accomplishments, SDR, etc.• Routes TRINFO training and evaluation applications and notices• Maintains an appropriate CDL

Taking Charge

Title	Supervisory Duties	Non-Supervisory Duties
BRS 2	<ul style="list-style-type: none"> Plans and schedules work for several sub-crews Instructs in tasks and safety requirements Sets job priorities Coordinates materials and equipment Periodically inspects work in progress Supervises BRS1s STAR Inspects work site safety 	<ul style="list-style-type: none"> Inspects or assists a PE to inspect bridge conditions and repairs Maintains daily written records of time and attendance, work accomplishments, SDR, etc. Routes TRINFO applications for training and evaluations Maintains an appropriate CDL

Inventory Exercise

What is Leadership?

Think about the BEST BOSS you have ever had. Think of someone specific. Create a list of the characteristics of your “best boss.”

Then, Think about the WORST BOSS you have ever had. Again, think of someone specific. Without sharing any names, list the characteristics of your “worst boss.”

Qualities of Leaders:

Leaders find ways of getting others to put their best effort into work.

Leaders encourage others to find satisfaction in work.

Leaders have crews that take responsibility for their jobs.

Leaders put themselves forward assertively.

Reading

The Foundation of Leadership is Trust.

Trust is the glue that holds a group of people together as a team.

The crew needs to trust their leader in order to get the work done.

As a leader, you need crew members you can trust.

Trust is the key.

Reading - Discussion

Where does Trust come from?

Reliability: Can they count on your word?

Caring: Do you care about them as people?

Respect : Do you base your relationships on mutual respect?

Taking Charge

Reading

Monday Morning



You may be an HMS1, a BRS1 or a Regional (Special) Crew Supervisor. Whatever your title or work assignments, the need to build trust in your crew will be the same for every maintenance supervisor.

In the following series of case studies assume that it is Monday morning in a DOT residency, and that you are an HMS1. You have known most of the people in the residency for some years. You have worked with most of them as an HEO and then as an HMW1. Along with them, you have seen the change to the Workers Series with its emphasis on equipment operation and the change to OPP. There are a couple of new people in the residency who don't know you very well, but most of the workforce knows you and respects your capabilities. The people in the residency who sometimes get assigned to you are:

The Crew:

Tony HMW 1

one year of experience with DOT, ten years prior experience in the highway construction industry, highly skilled and knowledgeable, has lots of experience with all kind of construction jobs, respected by the rest of the crew.

Certifications: Front End Loader, Heavy Dump Truck, OPP, Mower, Grader, Paver, Large Roller and Bulldozer. Tony has recently attended Excavator training but is not yet certified.

Mike HMW 1

two years experience, mostly in pavement maintenance and repair, a good driver and plow operator but not good with people, likes to work alone.

Certifications: Front End Loader, Heavy Dump Truck, OPP, Patch Roller, Large Roller

Taking Charge

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<p>Taylor HMW 1</p> <p>three years experience, generally very capable, has had absenteeism problems.</p> <p>Certifications: Front End Loader, Heavy Dump Truck, OPP, Fork Lift, Mower, Patch Roller, competed Large Roller training and needs OJT leading to certification</p>	<p>Mary Ann HMW trainee 2</p> <p>new to the crew, capabilities unknown, she has just completed Loader training and needs OJT leading to certification</p> <p>Certifications: Heavy Dump Truck, OPP</p>
<p>Sam HMW 2</p> <p>20 years experience, respected by the crew, supervises a winter reload site, has a class A CDL, has completed Crew Leader training. Sam has never applied for HMS1.</p> <p>Certifications: Dump Truck, OPP, Loader, Grader, Dozer, Lift Truck, Mower, Snowblower, Hydraulic Excavator, Backhoe, Paver</p>	<p>Jim HMW 1</p> <p>15 years experience, big guy, very capable physically, looked up to for his mechanical skills and abilities, has a bad temper. Jim wants to become an HMW2.</p> <p>Certifications: Heavy Dump Truck, OPP, Loader, Mower, Grader, Windrow Loader, Widener and Paver</p>
<p>Tim HMW trainee 2</p> <p>young, uncertain about the work, temporary</p> <p>Certifications: Heavy Dump Truck, has had OPP training and needs evaluation</p>	<p>Charlie HMW1</p> <p>18 years experience with maintenance, likes to do routine jobs, isn't quick to learn new jobs, a practical joker</p> <p>Certifications: Heavy Dump, OPP, Loader, Mower, Street Sweeper</p>

Taking Charge

Sylvia

HMW1

30 years experience with DOT, 15 years experience with Maintenance, usually serves as the radio dispatcher during winter shift and is respected in that role. She is not as well regarded as an equipment operator. Sylvia works with the crew in the summer.

Certifications: Loader, Heavy Dump Truck, OPP, Mower, HazMat and tanker endorsement

Yourself, the first line supervisor

Assign this role to one person in your discussion group. Discuss each case study based on the experiences, certifications, and residency practices of the one person playing the role of the first line supervisor. The assigned “supervisor” will have the final say about what assumptions to make in the group discussion.

When you discuss the next case study, pick a new person in your group to be the “supervisor.”

The case study supervisor in your group will also be the recorder/reporter who will take notes on the discussion and report the findings of the group to the whole class.

There is rarely one “right answer” to these case studies. Look instead for the range of approaches to leadership that you can learn from the other people in your discussion group.

If the person assigned to be the case study “supervisor” is not an HMS1, he or she should discuss the case based on his or her past experiences as a first line supervisor.

* Not all of these folks are assigned to you every day, but over a period of time, you’ve worked with all of them.

<i>Full Class Discussion</i>

What is the standard “drill” for giving out new assignments or introducing a new project on any given Monday morning?

What are the steps you take as a supervisor to introduce new work?

Case Study

The Bad Day

The Situation:

On this particular Monday morning you don't feel your best. It's been raining all weekend and you've got a nagging headache. Your boss has assigned some fairly routine work to your crew: cleaning out a culvert.

Your crew is waiting in the break room drinking coffee. You come up to them holding your clipboard with your notes on the job. Without looking up from the clipboard you tell the whole crew: "Let's get going, we've got a job up on Route 7 near Hoosick. Tony, you drive. You turn away from the crew and start walking toward the truck. One of the crew members, Tony, calls after you: "What's the job?" You respond without looking back: "Culvert cleaning."

Questions:

- What will this crew think about the supervisor's behavior?
- How will they feel about the work?
- What will the new members of the crew think about their new boss?
- What will the mood be like this morning on the job site?
- What could have happened differently?
- What should the supervisor have done differently?

Case Study

What About the Waders?

The Situation:

Your HMS2 has told you that the job on Route 7 involves some localized flooding. You tell the crew to draw some rubber boots from stores. One of the crew members, Jim, reminds you that you promised last time to get waders for the crew the next time they had to deal with flooding. You snap back at Jim that you never made a promise like that. As the crew piles into the truck, Jim says to Tony: "I remember him saying that, about the Waders!"

Questions:

How will this incident make the crew feel about this supervisor?

How could the supervisor have handled things differently?

(We don't know what this supervisor said in the past about waders. Whatever he said in the past, how should he have handled Jim's comment?)

Taking Charge

Case Study

Get Going!

The Situation:

When you get to the job site there are a lot of things to do all at once. The flooding has stopped traffic on the road and there are unhappy home owners standing nearby. Tony comes up to you and tells you that he has dealt with this kind of problem before when he worked for McKinney Construction Inc. You are feeling pressured to get something done before the HMS2 shows up. You tell Tony: "I don't care about that right now. We need to set up the work zone. Let's everybody get going. Tony, grab some signs!"

Questions:

How does Tony feel about grabbing those signs?

How will the rest of the crew feel about making suggestions?

How will they feel about the supervisor?

What could have happened differently?

In these three case studies, has the supervisor done anything to build trust in this crew?

Case Study

Positive Work Place

DOT has a Positive and Productive Workplace Policy that is intended to guarantee a work environment free of any behavior or material that is inappropriate, obscene, insulting, disrespectful, harassing, or embarrassing to co-workers or the public. It is the supervisor's job to make sure that his or her crew and work area lives up to this standard. How is this obligation handled in the following case study?

Pictures on the Walls

The Situation:

Tony, one of your best crew members, comes to you with an observation. He says that he was thinking about bringing his two daughters to visit the Residency on "Take our future to work day." Tony says he decided not bring them when he realized that they would see the obscene pictures that Jim has hanging on the wall in the break room. Tony isn't asking you to do anything, but his comments start you thinking. One thing that you realize is that the new crew member, Mary Ann, hasn't said anything about these pictures.

Questions:

What should you do about this?

Are the pictures "OK" since no has actually complained to you?

How do you think these pictures affect Mary Ann?

or Tony?

or the rest of the crew?

or people visiting the shop?

Case Study

Managing Diversity

DOT has a goal that makes all supervisors responsible for developing work units that are inclusive of all groups. Further, all supervisors are responsible for avoiding any instances of discrimination in their units. How are these responsibilities handled in the following case study?

Inappropriate Assignments?

The Situation:

You are the first line supervisor of a crew that has worked well together for some time. You have always tried to divide up the work and assign people to work together so that everything gets done with the least friction.

One day, Taylor comes to you and asks why you usually assign him to work with Sam. He says that there are plenty of other arrangements you could make and that he doesn't want to miss out on learning from other people because you want to pair him with Sam all the time.

You say to Taylor that you never thought this was a problem. You say to him that you try to make crew assignments so that everyone will feel comfortable and enjoy the work as much as possible.

He then asks you if you frequently pair him with Sam because they are both African-American whereas the rest of the crew is white.

Questions:

How do you respond?

How do you deal with this situation?

What responsibility do you have in this area?

Discussion

Behavior that Undermines Trust

Judging

Telling people they are wrong without first listening to them.
Saying “No” without considering the other person’s position.
Discounting the other person’s point of view because it isn’t your own.

Being Overly Directive

Telling people exactly what to do in every instance. Sometimes a supervisor needs to be directive, but you shouldn’t constantly tell people what to do or not do.

Question: what is the difference between being assertive, and being bossy? Can a leaders be definite, strong, and directed without being rude or aggressive?

Having a Superior Attitude

“I don’t have to listen to you because I’m the boss.”

If you act this way, it will be clear that you are only trying to dominate people. That kind of behavior is essentially an act of weakness. People will not respect supervisors who act that way.

Discussion

Behavior that Builds Trust

Acceptance

Accept the fact that people are different. Help them to use their individual strengths and to improve their individual weaknesses. Don't expect people to fit your preconceptions.

Confidence

Let each individual know that you have confidence in them and trust them. As a starting point, find some level on which you can rely on them. Don't expect people to do things they can't do, but let them know you are confident in the abilities they do have.

Clear Expectations

Let them know what you expect of them. Challenge them to hold high expectations of themselves. If a leader projects confidence that a crew member will be able to run a machine or do a job, then that individual can expect it of him/herself, and they can begin to learn. If they don't expect it of themselves, they may learn enough to pass a test, but they will never become proficient.

** Ignore any of these trust building behaviors and you are heading for trouble!*

Discussion - Video

Communication

Definition: Communication is the transmission of a message between a sender and a receiver. If the message doesn't get through, no one has communicated.

Question:

What are our means of communication at work?

{Oral, written, radio, phone, fax, bulletins, e-mail, gesture, body language, tone of voice, etc.}

Reasons for Communicating

There may be many ways to send messages, but there are only three reasons to communicate. If you can decide on why you are trying to communicate, you can usually find a way to get your message across. The three reasons to choose from are: 1. getting and giving information, 2. persuading or dissuading, 3. getting or giving emotion.

Information

- Getting or giving information

Persuasion

- Persuading or dissuading someone about the meaning of something or actions to be taken

Emotion

- Venting or absorbing either positive or negative feelings

VIDEO: Watch the Communications Video and discuss with your class the trap into which the characters have fallen. What could they have done to avoid this trap? What were the reasons for communicating? Do you ever fall into this kind of trap while communicating with crew members?

Reading - Discussion

Listening

One of the basic communication skills is listening. You can't understand work situations if you won't listen to people. You can't learn anything about a person if you do all the talking. Leaders need to learn about the capabilities, preferences, knowledge, drives, and attitudes of the crew members. All those factors are vital to the way you lead, and only the crew member can tell you.

In the earlier case study on trust, what might the supervisor have learned from Tony about handling flooding?
Learn how to listen.

Tips for good listening:

- * Maintain eye contact - Look at the person who is talking to you. Nod or make "agreement sounds" when the other person makes a point. Look interested.
- * Leave pauses, allow silences - Let the other people have time to gather their thoughts and continue. Don't jump in every time there is a brief pause.
- * Test your understanding of what the other person is saying. Restate or paraphrase.
Use phrases Like:
 "So, you're saying that . . . "
 "If I understood correctly, you are saying that . . . "
 "What do you mean when you say . . . ?"
 "Have you really done . . . ?"
- * Encourage questions - Never tell anyone that the question they are asking is stupid. Never tell anyone that they should already know something.
- * If you don't know, say so. - Don't answer just to have an answer. When the truth comes out you will lose that person's trust. You can tell people: *"I don't have the answer now, but I'll find out and get back to you."* Although it isn't what they want to hear at the moment, it's better than trying to "throw the bull."

Reading - Discussion

Finding Common Ground

Is there often a difference between the way you intend your message to come across and the way it is actually perceived? To fit what you actually say to what you intend to say, practice analyzing the way you talk. Your words and sentences are supervisory tools. Consider the following technique of agreement. This, like many other word-tools, is not meant to fit all situations, but consider how and when you could use it.

Agreement

One of the best ways of winning trust in a conversation is to agree with what the other person is saying. Agreement can be very disarming in an argument. It takes the steam out of the other person's resolve. Find something about the other person's argument that you can safely agree with, and use that as a starting point.

For instance if a trainee said: *"I think that DOT has a lot of stupid policies about certifications. These Workers' Series rules don't make any sense!"* It would be a mistake for the supervisor to reply: *"Hey, it's you who's stupid! If you bothered to read the policies, you'd understand the reasons behind things!"* If the supervisor did that, the only result would be hurt feelings without any understanding of the policies.

If, instead, the supervisor looks for something in the trainee's statement that he or she can agree with, the situation can be defused. For instance, the supervisor might say: *"You're right, DOT certainly has a lot of policies! It's often hard to understand where they all come from. The cert rules make sense when you look at them this way . . ."*

The supervisor in this situation has found something true in the trainee's statement so that the conversation can begin with an agreement. This way the supervisor can be a partner in the trainee's learning rather than an angry authority figure.

Humor

Humor is another very disarming "word - tool." But be sure that people know that you are laughing with them, and not at them. "Self-deprecating" humor is the safest because you are telling the joke about yourself rather than someone else. Also, be aware that humor and real pain or discomfort rarely mix. If someone is really bothered about something, or if they are worried or in pain, humor usually falls flat.

Case Study - Quiz

The Ditching Operation

The Situation:

It's a morning in late October. You, the HMS1, and your crew are at the site of a drainage improvement operation. There are other HMW1s who have come with you to help set up the workzone safety. You are reviewing a written work plan given to you by George, your HMS2. You are discussing the plan with the crew. The plan will obviously take more than one day.

Sam, the HMW2 on the crew, mentions that the weather channel showed a storm approaching from the west which might be here later today. Sam is your only certified Gradall operator at the site and he will have to set the pace for most of the work. Sam asks how much of this job George, the HMS2, wants to accomplish today.

You respond:

1. "Sounds like you want to duck the work!"
2. "I could ask him."
3. "If you were on the ball, you'd know already!"
4. "The RE planned on two days for this job."
5. "I think we should take a look at George's plan."
6. "George wants as much as possible done today. We don't know for certain when that snow is going to start."

7. "Having the weather forecast is a help."
8. "Did you talk to George this morning?"
9. " I'll keep an eye on the weather, let's get started."
10. "Let's get the work zone safety set up at least."
11. "Well, we've got a two-day job; it's probably going to snow; and we need to get George's opinion."
12. "Do you thing George is going to need us to get ready for snow operations?"
13. You know George. He'll send us out in any kind of weather!
14. "Do you think we shouldn't start this because of the weather?"
15. " Let's see how much we can accomplish before we have to shut down. I'll check with George."
16. "It doesn't matter about George, we've got the assignment, let's do it!"

What do you think of each of these responses? Was it the right thing to say? Does the response strengthen the supervisor's leadership role? Why or why not?

Taking Charge

Inventory Exercise

Definition: Motivation is a person's inner drive to do something.

Crew members should be able to express their personal drives through work.
People want to work. People achieve satisfaction from successful, purposeful work.
People don't like to be bored, or to feel useless.

The role of the Crew Leader is to create a climate in which crew members can express their motivation through work.

Inventory of Motivating Factors:

What motivates you? (Use this space to list the answers of your class.)

Inventory - Discussion

How motivating factors fit different situations:

There are motivational factors that cause a person to:

Choose to <u>START</u> a job.	Choose to accept responsibility for a job.
Choose to <u>CONTINUE</u> doing a job.	Choose to put effort into doing a job.
Choose to <u>FINISH</u> a job.	Choose to persist until the job is done, to accomplish something.

On your list of factors that motivate you, what are the factors things that would cause a person to start, continue, or finish a job?

How would you talk to a crew member about starting a job? Continuing a job? Finishing the job? Would you use different approaches?

Reading - Discussion

The Motivational Pyramid



The top of the pyramid: Self-Actualization

Employees take ownership of their own work. They express their inner motivational drives through work.

The middle layer of the pyramid: Status

Employees need to know their status in the organization. They need to know what roles they play and how they fit in on your crew.

The base of the pyramid: Safety and Security

Employees need to know that they will be safe and secure at work. They need to know that they won't be cheated or abused. They need to know that their supervisor will be their advocate for their safety concerns.

(Adapted from Abraham Maslow's "Hierarchy of Needs.")

- Everyone wants to feel successful.
- Everyone wants to feel like a winner.
- Everyone should have a chance to get to the top of the motivational pyramid where work becomes engaging and interesting.
- At the top of the pyramid, people find personal satisfaction in their work.

But, different people find satisfaction in different things. For some, satisfaction from work will come only if they can make noticeable accomplishments and are able to feel a sense of achievement. For others, work is more valuable if it comes with chances to make contact and friendships with others. For still others, satisfying work will offer the opportunity to influence other people and feel like they are 'in-charge.' These needs are present in all normal, healthy people. Some individuals may have one or more dominant drives. Other individuals may have one or more drives that are less important for them. Understanding these different drives is part of "knowing your people."

Case Study

Low Morale

The Situation:

You and Taylor are alone in the lunch room discussing work. Taylor says that he is unhappy about his job. He says that he feels useless patching pot holes, cutting brush, and mowing grass. He wonders if the job is worth the effort. You know that Taylor has had problems with absenteeism and depression. You don't want to lose a capable worker and you want to support his morale.

Question:

What do you say to Taylor? What do you ask him?

<i>Case Study</i>

Cutting Corners on Safety

The Situation:

You are conducting a tail gate safety meeting with the whole crew. The subject is the setting up of work zones. Sam Williams tells the group that there is such a thing as too much safety. Sam says that it doesn't make sense to spend an hour setting up a work zone for a job that will only take a half hour. Sam says that work zone safety procedures have to be interpreted in terms of the specific job to be done. Sylvia says that she has heard this point of view from other crews at the residency and that it is common practice.

Question:

What do you say?

Summary

Always know why you are communicating.

Are you:

- 1- explaining something? or
- 2- persuading someone of something? or
- 3- projecting your feelings about something?



Analyze your use of words. Do your words say what you intend them to say?

Once people know that:

1. they can rely on you, and
2. that you care about the work and about them as people, and
3. that you are willing to offer respect to others,

then, you have laid the basis for trust, leadership, and skill development.

People want to be able to enjoy their work. They want to feel like they are productive and contributing to the group's goals. They don't want to be afraid of you, the work, or the organization. They don't want to look foolish.

Once you have established trust you can then build their confidence by offering challenging and interesting work. Then, watch them surprise you with their accomplishments!

Taking Charge

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